

---

**SUBSTITUTE HOUSE BILL 2064**

---

**State of Washington**

**60th Legislature**

**2007 Regular Session**

**By** House Committee on Education (originally sponsored by Representatives Ormsby, Priest, Quall, Jarrett, Haler, P. Sullivan, Fromhold, Schual-Berke, Orcutt, Hunter, Linville, Kenney, Conway, Wood, Simpson and Hudgins)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to developing integrated academic and career and  
2 technical field of study programs; creating new sections; and providing  
3 an expiration date.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature strongly supports  
6 continuation and expansion of secondary career and technical education  
7 programs, as evidenced by legislation enacted in 2006 to support  
8 secondary preapprenticeships in the trades; require course  
9 equivalencies between academic and technical courses; develop a career  
10 and technical alternative assessment option to the Washington  
11 assessment of student learning; and provide a focus on rigorous  
12 programs that lead to industry certification. A logical next step is  
13 to provide incentives and support for high schools to combine all  
14 aspects of best practice in career and technical education:  
15 Integration of academic and technical instruction, coherent and  
16 sequenced curriculum that is articulated with postsecondary education,  
17 meaningful assessment options, rigorous programming focused on high  
18 demand fields, and strong partnerships between schools, businesses, and  
19 labor organizations.

1        NEW SECTION.    **Sec. 2.**    (1) Subject to funds appropriated for this  
2 purpose, the superintendent of public instruction shall provide grants  
3 to up to four high school partnerships to develop career and technical  
4 fields of study programs in high demand fields.

5        (2) To be eligible for a grant, high schools must form partnerships  
6 of parents, students, special populations, academic and career and  
7 technical education teachers and administrators, workforce development  
8 faculty and administrators, career guidance and academic counselors,  
9 representatives of tech-prep consortia, local workforce development  
10 councils, representatives of local skill centers and local skills  
11 panels, apprenticeship councils, and business and labor organizations  
12 in the community.

13        (3) Grant recipients must develop and implement a model curriculum  
14 in a high demand field of study, such as health care, trades, mechanics  
15 and engineering, or other field. The partnership must select a high  
16 demand field of study appropriate to meet the workforce education needs  
17 in its region. Grant funds shall be used for start-up costs, primarily  
18 for the development of the curriculum and assessments described in this  
19 section and for professional development for teachers using the  
20 curriculum and assessments. If sufficient funds remain, grant funds  
21 may be used to upgrade equipment within the program to meet industry  
22 standards.

23        (4) A field of study program shall:

24        (a) Integrate core academic standards for reading, writing, and  
25 mathematics with high quality career and technical preparation based on  
26 the accepted industry standards for that field;

27        (b) Incorporate secondary and postsecondary education elements;

28        (c) Be coherent, sequenced, and articulated to community and  
29 technical college courses to provide high school students with dual  
30 credit for both high school graduation and college, and to prepare  
31 students to succeed in postsecondary education programs in the field;

32        (d) Lead to an industry-recognized credential or certificate at the  
33 postsecondary level or an associate or baccalaureate degree; and

34        (e) Emphasize projects and application of knowledge and skills and  
35 provide extensive opportunities for work-based learning and  
36 internships.

37        (5) Students who are struggling with core academic skills,  
38 including the Washington assessment of student learning, shall receive

1 supplemental assistance and instruction within the program, including  
2 assistance to create a career and technical collection of evidence as  
3 an alternative to the Washington assessment of learning.

4 (6) Participants in a high demand field of study program should  
5 expect to complete a high school diploma and the appropriate courses in  
6 a high quality career and technical program and graduate ready to  
7 pursue postsecondary education.

8 (7) With assistance from the office of the superintendent of public  
9 instruction and the workforce training and education coordinating  
10 board, grant recipients shall develop end-of-program assessments for  
11 their high demand field of study program. The assessments shall also  
12 be integrated to include academic, work readiness, and technical  
13 knowledge and skills. The legislature's intent is to use these  
14 assessments as prototypes for possible future additional alternative  
15 assessments for career and technical education students to demonstrate  
16 they meet the state's learning standards.

17 (8) Grant recipients must develop a communications strategy for  
18 parents and students in other area high schools and middle schools to  
19 promote the model field of study programs as a high quality learning  
20 option for students and prepare plans for replication of the programs.

21 (9) For the purposes of this section, "field of study program"  
22 shall have the same meaning as a career and technical program of study  
23 under P.L. 109-270, the Carl D. Perkins career and technical education  
24 improvement act of 2006.

25 (10) This section expires July 1, 2009.

--- END ---